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ABSTRACT

Seniors in Pennsylvania's McKeesport Area Senior High School have the opportunity to spend one semester placed in a local agency, office, or business, in order to learn first-hand the practical aspects of a career or professional field of their choice. During this semester the students normally do not attend daily classes, but meet regularly with a professionally trained facilitator and a group of other students similarly placed. In addition to leading group seminars, the facilitator is responsible for orienting students to the program, obtaining placements, examining the journals required of students, and helping students solve problems that arise at their place of work. Emphasis is placed on the experience as a practical extension of general education rather than as career or vocational training. When students find themselves no longer learning, an attempt is made to change their situations. This document describes all these phases of the Senior Semester Program, as well as discussing the particular needs of the students being served. Documents and forms used in the program compose a substantial set of appendices. (Author/PGD)

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# DIRECTOR'S REPORT FOR

# SENIOR SEMESTER PROGRAM

# 1974 - 75

# MCKEESPORT AREA SENIOR HIGH SCHOOL

# MCKEESPORT, PENNSYLVANIA

D. Frederick Cullen
Superintendent of Schools

Dr. Lester F. Jipp, Director
September, 1975

EA 010 710

## ACKNOWLEDGEMENT

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The Senior Semester Program in McKeesport Area School District was born at an opportune moment. Many developments helped propel this new approach to the education of youth in the public school. In 1973, the year in which the program began, at least three major reports on youth and secondary education appeared. All of these reports included major sections urging the necessity of enabling youth to learn in a wider arena than the traditional school. These reports were: Youth: Transition to Adulthood;[1] The Reform of Secondary Education;[2] and Report of the National Panel on High Schools and Adolescent Education.[3] In the same span of time the Pennsylvania Department of Education published the document, Report of the Citizen's Commission on Basic Education.[4] It too urged the development of other kinds of options for youth to learn and to attain the required learning outcomes prescribed by schools. The commission suggested that options include the use of community resources, exemptions from compulsory school attendance and instructional programs offering a broad experiential base and/or appropriate other environments. The State Department of Education, with Secretary John Pittenger as primary spokesman, developed three hour long public television programs on community-based learning during this period.

[1] Youth: Transition to Adulthood, Report of the Panel on Youth of the President's Science Advisory Committee, James S. Coleman (ed.). University of Chicago Press, Chicago, 1974.

[2] The Reform of Secondary Education, Report of the National Commission on the Reform of Secondary Education, B. Frank Brown (ed.). McGraw Hill Book Company, New York, 1973.

[3] Report of the National Panel on High Schools and Adolescent Education, John Henry Martin, Chairman. Unpublished report prepared for the U.S. Department of Health, Education, and Welfare. Not available to the public.

[4] Report of the Citizen's Commission on Basic Education, Ernest P. Kline and James H. Rowland, Sr., Co-Chairmen. The Bureau of Publications, Pennsylvania Department of Education, Harrisburg, Pennsylvania, 1973.

The procedures and developments of the first year have been set down in the Director's Report for the Senior Semester Program of 1973-74[5] and need not be repeated here. We made a slow start with 22 students in the first semester and 33 in the second. As originally proposed the program was to serve 300 students each semester and have a staff of 12 facilitators. That would have been a nightmare and quite probably a complete failure. With a small number of students in each of the first two semesters we had time to do things more carefully. We generated placements with care. We kept tabs on our students with a balance of strategies such as staff visits to placements, journals and seminars. We developed these strategies and implemented them at a pace and in a manner which seems to have avoided blunders or painful errors.

Thus, in the first year we laid out an initial framework for the program and implemented it. This included the basic guidelines for the program as distributed to students (Appendix A), the development of effective strategies for initiating placements in the community, the establishment of the journal as a useful tool, and the development of curriculum for the seminars. The initial framework also included strategies for communicating with parents, and an Advisory Committee made up of parents, community leaders, teachers and students. By the end of the first year we knew a good deal about what needed to be changed, improved or created. This included getting more help, finding placements for twice as many students as we had served the year before, developing strategies for getting all participating students off on the "same foot" at the beginning of each semester, and radically improving curriculum for the seminars. While other refinements were necessary, these were the most important and will get primary focus in the report.

[5] Director's Report for the Senior Semester Program, 1973-74. Lester F. Jipp, Director. Unpublished report prepared for School Directors, McKeesport Area School District and the Richard King Mellon Foundation.

Staffing

The program began with a full-time director and a half-time secretary. During the summer of 1974 the first facilitator was named. She began her duties immediately, setting up placements and preparing literature to be used in describing the program. The half-time secretary became full-time during that summer also. A half-time facilitator was added in March of 1975 when the enrollment per semester was well over 50 and the demands upon the time of the staff grew too heavy.

The responsibilities of the facilitators fall roughly into four areas. They are: placements, seminars, journals, and evaluations.

Initially the facilitators help to recruit students and acquaint them with the program. They help to arrange placements for the students. This includes initiating new placements if necessary. The facilitators take most of the students to their intended placements where they help student and placement supervisors get acquainted.

Planning is another important role of the facilitator. This includes participation in planning the 3 or 4 day orientation at the beginning of each semester. The more constant planning is done weekly for the seminars. This planning takes place with the help of consultants.

Each facilitator conducts two seminars a week when holding regular seminars and five seminars a week when conducting field seminars. Regular seminars are 2-3 hours in length. Field seminars are approximately one hour long.

Each facilitator has a group of 25-30 students who attend his/her seminars. The facilitator also visits these students in their placements and reads their journals. In visits to the placements the facilitator seeks to affirm the student by becoming well acquainted with the student's role there. In this visit the facilitator may return the student's journal, discuss it with him, and otherwise facilitate the learning and growth being generated between the student

Staffing (Cont'd.)

and his placement. This often includes a discussion of the students' experiences with his supervisor. The facilitator may become aware of problems, highlights or opportunities not mentioned by the student.

Reading the journals provides a unique opportunity to encourage each individual student in a number of ways. The facilitator is responsible for reading each journal regularly, commenting in each in supportive ways, and for assessing this phase of the student's performance. When the journal seems not to reflect the anticipated performance on the part of the student the facilitator intercedes in ways leading to a student's more successful performance. This may mean a "pep talk", help in solving a problem in the placement or a change in placement.

When the semester is over, the facilitator prepares a written evaluation for each student. In part this evaluation is based on a half-hour evaluation interview conducted with each student. Other evaluation data comes from the facilitator, the placement supervisor and the student's written self-evaluation.

While no serious research or analysis has been done on the characteristics and skills required for a teacher-facilitator in an action-learning program, we have identified several. Uppermost among the characteristics is the capacity for being a self-starter. So much of what needs to be done in dealing with students, generating new placements, improving a placement, analyzing the compatibility of a student and his placement, reading the journals and preparing for the seminars, is not determined by daily classes or bell schedules. Whether these are done and how well they are done rest almost entirely on the facilitators. There are vast opportunities to enhance ways for students to learn opportunities.

Yet facilitators need to be teachers too. They must have the knowledge and skills necessary to insure that all of the components of the program are educational and serve to help youth learn. A knowledge and skill for organizing learning,

Staffing (Cont'd.)

understanding how learning takes place, and knowing the nature of the adolescent and young adult are all necessary. This includes a capacity for curriculum development, a skill at organizing resources, integrating broad and varied experiences among students with specific learning goals and bringing to bear a variety of resources and teaching-learning strategies.

Senior Semester facilitators must also be competent evaluators. However, evaluative criteria in a community-based learning program are different than the traditional tests and other measures of the classroom. Here, there is greater need for subjective evaluation of a student's performance. A teacher must be much more willing to accept other sources of evaluation, especially a student's own self-evaluation, as well as that of the other adults who have now entered the learning experiences of participating youth. Coupled with this is a capacity for being equally at home in the school-educator environment and in the business, service, or professional environments of a myriad of other walks of life. This includes the skill and capacity for dealing with the decision-makers of a business or agency on the one hand and the practitioners or general staff on the other. Being able to negotiate an environment where useful experiences and responsibilities for participating youth will prevail is part of this skill.

We have been extremely fortunate in finding persons with these skills and sensitivities. Much of the credit for the success of the program to date falls to Mrs. Jane Clark and Mrs. Susan Fletcher. Mrs. Clark joined the program as the first facilitator in the summer of 1974. Mrs. Fletcher joined the program in March of 1975.

School Staff and Curriculum

There are several characteristics of the McKeesport Area Senior High School schedule and curriculum which facilitate the general operation of the Senior

School Staff and Curriculum (Cont'd.)

Semester Program. The first characteristic is the existence among the faculty and the administration of an attitude toward students and toward their learning which says in effect "we trust you". "We accept you as responsible adults who are self-disciplined enough and self-directed enough to put you on your own for a significant portion of your learning." Certainly, not all of the faculty feel this way, but, by virtue of the program's existence and successful completion of two years we have proof of the faculty's tacit approval of the program. Many faculty help individual students when they need it. This help ranges from advice and counsel, to help with arranging for an independent study. For other students the help and encouragement comes through courses taken in the first period of the day.

Another characteristic of the school's organization which facilitates the Senior Semester Program is the schedule of classes. Sections of many of the more popular courses and courses necessary to meet graduation requirements are scheduled for first period in the morning. A student can attend a class beginning at 7:55 and still get to a placement by 9 a.m. The student who needs to take a course to fulfill a requirement, such as an English course failed previously, can attend to it and still participate in the program. Similarly, a college bound student seeking admission to a college with specific entrance requirements can fulfill such a requirement during the first period. Without such schedule arrangements many students would have to forego the Senior Semester experience.

Another feature of the course of studies is the ½ year course. In all of the English and Social Studies programs, and some of the Math and Foreign Language programs courses are semester courses. This means these courses are complete in one semester and are repeated in the succeeding semester. A long standing deterrent to leaving school temporarily for other challenging and educational experiences for youth has been the scepter of "missed work" or

School Staff and Curriculum (Cont'd.)

"keeping up" with school work. With ½ year courses offered each semester a student is assured of being able to start a course at the beginning of either semester. In a course which is not a semester course, a participant in the program in the second semester may leave the course and is given credit for having completed the semester.

Students

Participants in the program come from the student body at large. There are no requirements of eligibility for participation except that a student be a senior in good standing, i.e. on line to graduate at the end of the current school year. However, seniors enrolled in any of the vocational-technical curriculums do not participate in the Senior Semester Program.

In graduating a youth from high school, we imply that he is now prepared to assume a responsible place in the community. The Senior Semester Program rests on the assumption that if this is true posteriorly, there also must be a place in the community for the youth to learn and grow prior to graduation. Therefore, no academic or other ability requirements are imposed for admission to the program. With over 160 participants in four semesters of operation, only one student has withdrawn from the program and none have been required to withdraw because of inadequate performance in any of the three major aspects of the program. One student was denied the full compliment of 2½ credits for the semester when he failed to perform satisfactorily in his journal and in the seminars.

Students learn about the program several ways. The official way is the description of the program and its attendant parts in the Course Selection Guide. This guide is distributed each spring before registration takes place for the ensuing year. However, as the program gets older and has a growing number of participants, word-of-mouth is also an important way in which students learn

Students (Cont'd.)

about the program and decide to participate. Many participants of the fall semester have urged classmates to enroll in the spring semester. Brothers and sisters of previous participants are now enrolled. In April, Senior Semester staff members and interested participants visited each junior homeroom to explain the program in some detail and to answer students' questions. Students are allowed to register for the program at the end of the summer if they failed to register for it in the spring. A notice to that effect is enclosed in a mailing to seniors late in the summer. In like manner, several weeks before the end of the first semester seniors not enrolled for the spring semester are reminded that they can still enroll in the program.

The major reason for encouraging such "last minute" registration is the belief that many students change a great deal over a period of three or four months. Decisions they made or failed to make at one time will be different given the same opportunity at a later time. Yet, their own lethargy and/or their assumptions about the "rules" don't encourage them to seek a change in an earlier decision. Similarly students are not "hassled" if they decide they do not want to participate as originally scheduled.

There is not much evidence that students come into the Senior Semester Program at the urging or counsel of the guidance counselors. The primary reason for this is that the counselors have little opportunity to do this kind of advising with youth. Much of their time is taken with record keeping, registration and various kinds of crisis intervention. When a youth seeks counsel about his future and a career he is encouraged to seek out Senior Semester staff.

Students (Cont'd.)

A factor which has helped some students decide what kind of placement they want is the Career Education Program in the McKeesport Area School District. Some youth have used Career Education's vast array of information about careers to narrow their choices. Some students have had a "Career Related Experience". This is a one to three day visit to a placement chosen by the student. Developed by the Career Education staff these are carefully planned learning experiences for youth in grades 9-12.

In spite of a great deal of objection to school by many high school students, including seniors, the opportunity to spend an entire semester away from school has never attracted the large number of students the original grant proposal presumed. We have identified several reasons for this. Among those students who clearly could participate, indifference seems to be one important cause for remaining out of the program. It seems to be more prevalent among boys than among girls. This is indicated by the disproportionate number of girls who enroll versus the number of boys. Credence is given to the theory when the Director questions student hitchhikers around the school while driving on program business. Many of these young men often indicate they know something about Senior Semester. When asked why they aren't in the program or planning to enroll, they indicate they hadn't given much thought to it or taken any initiative to get themselves "on line" for such an experience.

Lack of trust among parents is another reason for lack of participation by students. There are many parents who doubt the usefulness of the experience and learning in such a program. They believe youth should be in school. For many generations educators stressed the need for education, meaning schooling. It is now hard for some parents to conceptualize the usefulness of any program or experience which does not take place in school, before teachers. These

Students (Cont'd.)

parents are unwilling to allow their children to participate in Senior Semester.

Fear that a semester out of school, away from the rigors of the classroom and textbooks will somehow jeopardize a student's college ambitions is another reason students do not enroll in the Senior Semester Program. This is attested to by students, counselors, and parents. Not all students are convinced that college admissions persons will smile favorably on such an experience in lieu of another semester in school with its attendant credit and grades for specific courses. Other students are worried that they themselves will become "rusty" and less capable of assuming the full burden of academic pursuits when they do enter college.

We can be quite effective in enabling youth to grow in skill and habit at being self-learners once they have joined the program. However, it is difficult to help many of these youth to see the academic learning and intellectual stimulation which is possible in many placements before they have enrolled. Under the present organization and busy schedules of counselors there is no likelihood of the kind of counselling or advising which will encourage such youth to consider the Senior Semester Program option with this intellectual and academic consideration or insight.

Students also avoid the Senior Semester because they quite frankly are afraid or threatened by the thought of having to measure up to the expectations of a placement. It is understandably intimidating to a 16 year old in the middle of the second semester of his junior year to say with conviction and determination that he wants to enter the premises of a tradesman, craftsman or a professional on a full-time basis. For a youth to shy away from such an opportunity is not hard to understand. Again, the 3:2 ratio of girls to boys suggests that adolescent girls are more inclined to make such a venture than boys of the same age.

Students (Cont'd.)

A more effective system of counselling and support would quite likely produce a greater number of participating youth.

Some students see the program only as a work program and view participation in Senior Semester as working for nothing. Not all students value the insights, the skills, and the opportunities for growth and maturity which the experience provides. Many of these see the relationships only in terms of work. For some students it is their own perception; for others it is one engendered at home. For these students and parents greater understanding of the opportunities inherent in the placement will overcome this misunderstanding. The students also fail to understand the learning components in the journal and the seminars which help to keep the focus on his own growth and development in personal skills and attitudes.

Other factors which inhibit participation by youth are their in-school activities and their part-time jobs. Youth who participate actively in sports, drama, school publications, etc. often have a dilemma. Senior Semester is very attractive but the benefits of full participation in these special activities are important too. When a youth wants both, he very often can do so. Many activities are seasonal. A sport falls primarily into one of the two semesters. Drama productions have a heavy concentration in one semester. When a student comes to us with this dilemma, we encourage and facilitate his enrollment in the program in his free semester. We do not encourage or allow students to leave placements early or seriously interrupt their placement routine for participation in an extra-curricular activity. Making a choice and living with it is an important constant in the operation of the program.

A student who has a heavy commitment to a part-time or full-time job may not choose to participate in the Senior Semester. Other such students do, however. When a student has an after school job which starts at or before the usual leaving

Students (Cont'd.)

time of his placement we encourage the youth to make the necessary arrangements to accommodate both organizations. Sometimes students are able to get their employer to change their hours of work. When this is not possible a student informs his placement supervisor that he needs to leave his placement at a specified hour in order for him to arrive at his job on time. We want to insure that family income or some other economic factor is not a deterrent to a student's participation in the program. It may mean that a participant expends the energy of keeping two jobs. To date this has not presented a serious problem to these youth or been a cause for regret.

When interested youth cannot accommodate themselves to a Senior Semester Program we encourage them to seek other alternatives for enabling themselves to learn on other premises and with other adults. Through a combination of the independent study option and careful scheduling a student is usually able to free himself up for a significant block of time each day. This will enable a youth to borrow from the Senior Semester model in attaching himself to an agency or organization in which his interests are manifested. To date, very little of this has happened, we fear, because youth themselves are too timid to break out of the school mold or to generate such an out of school relationship on their own.

When a student has registered for the program he is asked to complete the Placement Preference Statement (Appendix B). Completion of the statement causes the student to put in writing some serious thought about how he will use this new venture. The statement provides the Senior Semester staff with some insight into his ambitions and interests. With this information, preliminary and tentative placement assignments are made, using those placements already cooperating with the program. An interview with each student follows. Such an interview usually sharpens a student's focus in several ways. He must reflect some certainty of

Students (Cont'd.)

intent. He must agree tentatively to a placement. He must face up to any problems, such as transportation or conflicts with a job.

When travel is a problem for a student we try several tactics to enable the youth to get the best possible experience. When the type of placement is unique and one is not likely to be available to the student without travel arrangements, we encourage him to search among family friends, neighbors, or church acquaintances for a commuter who travels to the vicinity of that placement. Or, we encourage the student to plan to use public transportation at the outset with the expectation that a ride will turn up within the placement as soon as the youth becomes acquainted with the staff. Often we are aware that a number of placements will develop in close proximity so that sharing a ride and the costs may be a solution. In any event, we do not "solve" the transportation problem for the youth. We leave the student with the burden of finding a solution or the most effective accommodation.

The staff does not rely heavily upon previous test scores, I.Q. scores, grades, etc. However, we do inform ourselves of a student's past performance. We are loath to cast upon the student any more of his past performance that is detrimental or unpromising than is necessary. As far as is reasonable and realistic we do not discourage a student's aspirations on the basis of his scholastic performance. Our expectation is that a student will find a realistic level of aspiration through the experiences and responses of the placement and its personnel. Coupled with the influences and insights engendered by the journal and the seminars, a student's direction and focus often change radically. But his being placed there or the expectations from those at the placement will not be prejudiced by a record of grades -- good or bad -- a high or low I.Q., or a record of disinterest in school, truancy or behavior problems.

Students (Cont'd.)

In a case where a student has unreasonable expectations in his ambitions, we do quite obviously invoke more of the knowledge gained from his permanent record. If a youth who has demonstrated little or no interest or ability in the sciences wants to be placed with a medical doctor, we will discuss with him the discrepancy which appears between such an ambition and his record to date. Often this is coupled with other performance characteristics which do not predict the kind of self-discipline demanded of those who gain entrance into medical school. Such a use of a student's record and the discussion does not preclude, however, that a student will not be given a placement related to medicine. Such a student is usually placed in a hospital, a lab, an infirmary or with a school nurse. Similar procedures are used with other professions as law, social work and teaching.

Another important use of school records is medical information. This is not used unnecessarily. It would be foolhardy, however, to ignore allergies, vision or coordination problems, or chronic ailments which might spell trouble if ignored.

We take all students to their prospective placements once before the semester starts. This works mostly for the benefit of the student, although in some instances the placement takes this visit very seriously also. For the student it is an opportunity to decide whether this is really what he wants. It helps him to clarify his expectations. He comes more closely to the reality of what he will be doing with his Senior Semester and is able to square his ambitions more precisely with the promise of the placement. The visit places before him a good deal more of the reality of such things as schedule, transportation, the environment, personalities, and costs. The staff person who accompanies the student encourages him to air his doubts if he has any. It is important that each student enters a placement with his "sights clear" and his energy and expectations as nearly congruent with the placement as possible.

Students (Cont'd.)

To insure that such congruency between student and placement supervisor does develop at the beginning of the placement, a Placement Agreement (Appendix C) is prepared. While the writing is to be done by the student, the agreement is completed jointly and signed by both student and placement supervisor. In so doing three important elements of this new jointure are given some careful consideration, insuring further clarity of purpose and expectations. The first of these is a description of the placement. By asking the youth to work with some vital statistics and other data about the placement, we help the youth to pay close attention to the place where he expects to spend a significant period of time. By requiring that the student seek the information but write it in his own words, it helps the placement supervisor to understand a bit more clearly how the youth perceives his placement and how he translates the data into his own words. It also helps this new relationship of mentor and student get started. In many cases this is a new experience, especially for the placement supervisor.

The second question asks that these two spell out in some detail the student's responsibilities and activities for the period he will be there. Primarily this is designed to insure that expectations are at least similar. This will help the student to see what the limits will be, while the placement supervisor gets a more vivid picture of the student's ambitions and expectations.

The third question puts the burden on the student to try to articulate what he expects to gain from the placement in terms of knowledge and skills. This is a part of the process of clarifying purposes, articulating them and defending them if necessary. The question helps the placement supervisor to get a better measure of the student and perhaps more insight into what he and

Students (Cont'd.)

the placement can do for the youth in this rather new and unique relationship.

The Placement Agreement provides evidence of the educational intent and purpose of the relationship between youth and placement. With a lingering distrust and skepticism of the Senior Semester Program by both the U.S. Labor Department and the Pennsylvania Bureau of Labor Standards, the agreement is good evidence that the relationship has been entered into for the benefit of the youth. In the event that the schedule arrived at in the second question or the responsibilities defined appear to point to an arrangement more beneficial to the agency or company than to the student, the Senior Semester staff can intercede at the beginning of the student's placement and negotiate whatever changes are necessary.

It became apparent during the first year of the program that a set of Guidelines For Placement Supervisors (Appendix D) was needed. As already suggested these relationships between student and adult are usually new and different. The student is like a new employee, yet he is not. Often the only teaching-learning model found in a placement is the training of a new employee. While some of this routine certainly should be invoked in helping a student get acquainted with the routine and procedures of the placement, it must be adapted or abandoned when it puts a youth onto a path which will make him a productive worker.

The guidelines help the placement supervisor to think through what they have entered into. In this process he can develop strategies to insure a useful, instructive experience for the youth while also protecting the agency's flanks vis-a-vis the child labor laws. There can be no mistake about this. The relationship must be entirely one to serve the interests of the youth.

Not only is explicit care taken to insure that the placement and its personnel understand this and provide for the youth's learning, the youth also enters a placement fully aware of this provision. While we take care not to

Students (Cont'd.)

confuse the participating students' understanding of their relationship to a placement, we admonish them to be responsible assessors of their own learning and growth. This quite obviously includes care that they do not become "free labor" in their placement. Thus, the student also is responsible for discerning when what he is doing in his placement is contributing to his objectives for learning and growing, and when it has become routine and "productive" for the placement. Students can do this very well. When they begin to perceive their placement as less than useful for their own purposes they raise the issue with a facilitator. It may be a question of a new placement, but it may only signal a change of routine within the placement. If this is the case, we encourage the youth to negotiate the changes himself. This is done with a degree of monitoring by the facilitator so that if the student has difficulty in bringing about the change, he does not feel abandoned.

Sometimes students will allow themselves to become virtual employees. They become so enthralled with the experiences they are having and the routines that they have become a part of that they fail to recognize that the Senior Semester learning goals have been met. A way in which the Senior Semester staff becomes aware of such a circumstance is journal entries. When students begin to write "I did the same thing as yesterday" or the equivalent of such observations, then it is time for the facilitator to intercede. In other cases the student's notations, though varied, signal the facilitator that the student's experiences have become routine.

The combined elements of interest and self-esteem serve very well to help students maintain their commitment to their placements. This is not to imply that there is no back sliding on the part of some students. But, when some "encouragement" about performance at the placement is necessary, these elements

Students (Cont'd.)

are useful to invoke. If a student is lagging because interest in the opportunities has fallen off he has the responsibility of indicating a new placement he wants to try. If it is not interest, we can confront the youth with stark reality. The world pays off on ability and demonstrated competency. When a student does not m[illegible]r elements of these characteristics before the adults with whom he is learning and participating in a variety of endeavors in his placement, the "buck stops" with him. While such a student may still have several excuses, the problem is his to solve. In three or four cases where students have actually worn out their welcome in a placement, the counselling by Senior Semester staff persons was based on reality. In three cases we had to tell a student he was no longer wanted at his placement. While it was usually a painful discussion we were always able to end it with the promise of a new placement. The discussion between student and facilitator drew on the student's past performance among adults who set certain performance standards for themselves as well as the student. The discussion also looked to the future in the student's new placement. The consistently high ratings given students by placement supervisors on the evaluator's instruments is further evidence of the effectiveness of interest and self-esteem in holding students to their commitments in the program vis-a-vis their placements.

Placements

When we have a student's interest defined and we don't have a placement already established for that interest we follow a series of well organized steps to initiate a placement for the student. First we brainstorm some likely kinds of establishments. This may include using the Yellow Pages, the backs of our heads (where we are constantly making mental notes as we read newspapers, watch news and local interest shows, etc.) and others interested in the program. When

Placements (Cont'd.)

a likely agency or business is picked, a carefully prepared letter is sent to the owner, the manager or other designated head. The letter describes the program carefully with a degree of detail and with a good portion on the rationale for the program. It also speaks to the question of child labor and when possible, cites the cooperation of similar agencies or businesses. The letter always ends in such a way that we can call them in a short period of time for an appointment to discuss the program in more detail. We do not wait for them to take the initiative. This procedure has worked more than 85% of the time to get us an appointment to discuss the program person to person. Often additional staff people have read the letter and are present to respond to our proposal. This is a very important reason for using a somewhat slower procedure than the more direct phone call. It gives the person to whom the letter is addressed some time to think about it and to share it with others.

In a typical interview which follows, there is usually an expansion on the letter. It is an opportunity to describe in more detail the kinds of things students do in their placements. We explain how liability is covered. The expectations of the students are made more explicit. This discussion also makes clear the role of the placement supervisor. In one such meeting with a major U.S. Corporation the idea developed for a small brochure describing the kinds of roles students assume. The brochure helps those not generally attuned to youth in such roles to grasp the concept quickly and to see adaptations in their own operation.

A major concern is the liability a placement assumes upon allowing an unpaid minor to enter its premises. We remind them that their own liability insurance, carried as a public place, is insurance they already have for such a risk. However, much more reassuring is the provision in the liability insurance carried by the

Placements (Cont'd.)

school district that school extends with the student to where he is. In other words, the classroom of the school has extended to the premises of the placement where each student is spending his or her Senior Semester. Workmen's Compensation is another question very often raised. Through the school district's solicitor we are advised by the State Bureau handling Workmen's Compensation that our students do not have to be covered because they are not paid employees. Since the entire system of charges under Workmen's Compensation is based on premiums rated on the amount of salary paid, there is no rate for payment. However, this leaves the youth with no insurance for injuries which might arise out of the new environments they are in. Therefore, we ask each parent to certify that their son or daughter is included in their own Blue Cross or other hospitalization insurance. If a student is not covered in this manner we ask the parents to purchase 24-hour school insurance available through the school. Liability and insurance are very complex. One must be as well informed as possible about these matters.

The willingness to cooperate from agencies, institutions, and businesses is remarkable and extremely gratifying. (Appendix E gives a complete list of cooperating placements with the career interest of students placed in each.) It demonstrates how ready the people associated with these institutions are to enter into the process of reaching adulthood by youth. Perhaps just as important is the demonstrated large reservoir of resources which exists to be tapped by schools seeking to serve youth in this fashion.

Orientation

When not using the traditional teacher, textbook and classroom technique, there is often a communication and cohesiveness gap between teacher and students. When teacher and students are not together daily for a set period of time there is

Orientation (Cont'd.)

no routine to quickly establish some common guidelines. Baseline skills and understandings, routine data collection, the establishment of a common bond among the members of the group, and the answering of common questions cannot be accomplished readily. These were problems for us. We did not start the seminars until students had been in their placements for about two weeks. Therefore, there was no way to remediate any of these problems except by letters mailed to each student and by personal phone calls. In the second year we arranged for a 3-4 day orientation at the beginning of each semester. Students started at their placements on the day following the orientation period.

We used space outside of school for this orientation. We felt it was important for it to take place away from the school setting to demonstrate the program's focus on a much wider world than just the school complex. Such space needs to accommodate both a large group and small groups. We were fortunate with "good neighbors". Both the Auberle Home for Boys and the McKeesport Campus of Penn State allowed us to use such space on their premises. Much as being independent and separate from school is important in this initial act by the program, logistics require that it be close to school. Many students need to talk to their counselors. Others need to talk to teachers about independent study courses or first period classes. Also, we need easy access to a source for lunch.

While we discussed a general list of the reasons for the orientation above, several of those need to be expanded upon as they manifest themselves in a program like Senior Semester. Among these are the mechanics of the entire program, the evaluation strategies, the students' development of some specific skills and receptivity for some new teaching strategies, and first-hand confrontation with some placement supervisors and former participants.

Orientation (Cont'd.)

In a program like Senior Semester there is a great deal of diversity. There is much diversity among individual students; there is even more diversity in what they do in their placements. Yet, there are similarities in this diversity and common kinds of resources upon which we want the students to draw. To help this to come about we prepared a handbook for the students. The discussion of its contents and the students' implementation of some of the tools and strategies included in it make up a major part of the orientation. Often this is purely expository but much of it is participatory. The Guidelines for Placement Supervisors is included in the handbook. While going over it in detail is an expository activity, having a group of six or seven placement supervisors as guests for a two hour session of panel and small group discussions enables youth to begin to orient themselves to a new environment for learning. Not only do students hear about the kind of things placement supervisors are encouraged to do to help them make the best use of this learning experience, they also are enabled to hear the perceptions and expectations of some of the placement supervisors, based on their experience from cooperating with the program. In small group discussions students can then extend their questioning and allay concerns or clarify perceptions they have. We set up a similar session with students who were former participants in the Senior Semester.

We also discuss a set of guidelines for students. These include performance expectations of students in their placements and in the program in general, meaning their journals and the seminars. Concerning students' placements, each of which is different and specifically unique for each student, the guidelines are necessarily broad and general. The only specifics stated refer to keeping the same hours as the rest of the staff at their placement and attending everyday of the week, keeping the holidays observed by the placement, not those observed by the school.

Orientation (Cont'd.)

The importance of being a self-directed learner is emphasized in these guidelines. In upcoming orientations we will give more stress to the students' responsibility for seeing to his own self- instruction. Coming out of what has essentially been a "spoon feeding" kind of learning environment, youth are not by habit attuned to being self-directed learners. We believe we can help youth to value this aspect of personal growth and to improve skills and habits for attending to it as an ongoing process in their lives, beginning in their Senior Semester placement.

Keeping a journal is not always a new experience to participants. Teachers in the high school in English and Home Economics have used this teaching strategy. However, the bulk of the students are unfamiliar with the journal. All of them need to learn and to understand the specific objectives and the kinds of things we expect students to include in their writing. A session during the orientation provides students the opportunity to observe some typical kinds of experiences from a placement and then make journal entries using the skills and techniques suggested. While such a session is not expected to make all the students equally skillful or attuned to this technique it provides a base line and some basic procedures to which the staff can refer when reading individual students' journals as the semester commences.

Seminars are an even less familiar experience for the students. A session devoted to seminars in the orientation enables them to get a clearer understanding of the nature of seminars and the kinds of topics to be dealt with in them. This also helps students to begin to understand that there is a curriculum for Senior Semester. They often have their sights trained so heavily on their placement and the experiences there, that they forget that "school" still keeps. It is this awareness, plus a realization that the nature of school will be

Orientation (Cont'd.)

radically different, that is another important purpose of this part of the orientation. We provide examples of what a seminar might include plus the strategies which will be employed.

The orientation also enables us to help students develop some skills and receptivity for human interaction and group dynamics. Most of the students have not had much or any of these kinds of experiences. However, much of the strategy and technique of the seminars is based on these skills. Therefore, training and experience in them is a large part of the orientation. To begin with, these techniques are used simply to bring the participants into a common fold where they get to know each other. An opening session and a closing session conducted by consultants initiate the use of many of these techniques. Not only do these sessions enable students to begin to know each other, they also enable students to know the other placements participants will be entering. With staff also participating, they get to know the student better. At the same time that the orientation builds some commonality it also teaches skills which can be used to facilitate other objectives later in seminars.

Much of the skill and expertise for designing and organizing the orientation and for putting together the strategies for the seminars has come from the staff of the Mon-Yough Council on Drug Abuse. A public service agency organized and maintained for the express purpose of humanizing instruction in public schools in eastern Allegheny County, MYCODA provides up to four persons for those sessions in the orientation period designed to get the participants to loosen up and get to know each other. Two persons, Tom Dillenberg and Joan Struber, have been regular consultants to the program throughout the year in the design and development of the seminar program. All of these persons are highly skilled in techniques for enabling learners to succeed in both the cognitive and affective

Orientation (Cont'd.)

domains. They are especially skilled in enabling teachers to acquire these skills and to apply them to their classroom environments. After searching during the first year for ways to develop seminars as an educational component of the program, the help of Mr. Dillenberg and Ms. Struber was invaluable.

Seminars

At the very outset the admonition of the School Board and the Superintendent was that the Senior Semester keep a dimension of school within it. This should not become a program which focused only on students' vocational or career related activities and experiences. School was not to stop for these youth just because they were no longer attending formal classes.

We were well acquainted with the objectives of the Career Education movement as articulated in 1973 and the long standing vocational-technical programs of public education. Both of these programs existed in McKeesport Area High School. We did not want the Senior Semester Program to be a new version of these educational programs. Both depend heavily on the community for learning experiences, but have very specific saleable skills as the ultimate goal for participating youth. Besides these factors, the single most influential element for establishing the seminars as a part of Senior Semester was the report of the President's Science Advisory Committee headed by James S. Coleman, then of John Hopkins University. Entitled, Youth: Transition to Adulthood, this report delineated an extensive list of elements of youths' experiences which traditionally contributed to their education but which now were often no longer operative or largely ineffective because of changes in our society. We saw Senior Semester as an opportunity to restore some of this learning for youth, especially elements which drew on youth's serious interaction with other adults.

Seminars (Cont'd.)

However, to leave it to chance and happenstance in such a short period as one semester would be foolhardy. For these reasons the seminars became an integral part of the program.

We conduct two kinds of seminars. The regular seminars meet for two hours once a week. These are the major seminars in which a wider agenda is conducted and a greater part of the curriculum is invoked. These meet at a variety of times to accommodate both the faculty and the students. One seminar always meets in the early evening for students who do not want to or cannot leave their placements during the day. The other seminars meet in the early afternoon on a Thursday or a Friday.

The field seminars meet at noon in various locations. Each location is selected so that the participating students can get to it easily and quickly. These seminars usually draw on one specific topic. They were very popular among students. This may be because these seminars are smaller and more informal. They tend to include students whose interests are more alike. They often commute together. Students' placements sometimes are in the same institution such as a hospital, a research institute, or an institution of higher learning. Many of these factors also help students become aware of the activities and career opportunities of other placements.

Objectives for the seminars were gradually developed. (Appendix F) With these stated objectives as a guide we developed a schedule of seminars and a curriculum designed to accomplish them. We held weekly planning sessions with our consultants Dillenberg and Struber during the entire year. Each session produced strategies and materials for the succeeding seminar.

With the help of feedback from students, the mid-year report from the University of Pittsburgh Office of Measurement and Evaluation, and our own

Seminars (Cont'd.)

assessments of successes and failures, we developed a completely new outline for the content of the seminars in January of 1975 (Appendix G). While these did not replace the objectives for the seminars, they did provide a much clearer focus on the intent of each specific seminar and the strategies and materials to be used.

To continue the description of this part of the Senior Semester Program we will discuss each objective separately, showing how we accomplished it and give a measure of its success as demonstrated by students in their own self-evaluation. Students were asked to assess their performance on separate aspects of the seminars. The results give some indication of how students perceived the individual seminars and their own participation (Appendix H).

Objective 1 - To provide opportunities for participating students to maintain interaction with their peers, and remain informed of school activities.

The need for youth to remain attached to school even though enabled to leave for learning purposes is well documented. Youth very quickly feel separated and abandoned when not kept a part of an organized connection with school. The seminars therefore, provide students with an avenue for regular contact with the institution. A consistently high attendance rate is evidence of the general value students place on the seminars.

Much more important to many students is contact and interaction with their peers. While the seminars attended by a youth may not include his close friends it will include youth with whom he can share his experiences and discuss seminar topics. The buzzing level of conversation among youth before seminars start is evidence of this. Students are very anxious to share and discuss their activities and successes with their peers. Often, to their amazement and disappointment, friends, not in the program, are

Seminars (Cont'd.)

Objective 1 (Cont'd.)

not interested or impressed. As one student placed in a day care center described, her friend wasn't interested in her constant talk about her "work" as she discussed her experiences and responsibilities with small children. The seminar provides a sympathetic audience which values the excitement of learning and growth being experienced, not the "work" they are doing.

Contact with school is most crucial during the second semester, when senior class activities reach fever pitch. Many students value the transmission of announcements of school activities, and special announcements from the senior class. This is evidenced by the interest shown in announcement sheets brought to seminars.

Objective 2 - To enable participating students to exchange experiences about placements.

a. To provide an awareness of vocational opportunities.

While no specific seminar is devoted to this objective, almost all of the students' interaction draws upon their experiences in their placements. Therefore, there is a constant opportunity for students to gain more and more insight into the activities of other placements through their peer's response to various seminar topics. This occurs when students describe their activities and responsibilities in a public interview (described under #4 below), through discussion of elements of productivity, through discussion of interaction with personnel, and in discussion of decision-making.

The field seminars often meet on the premises of a student's placement, enabling participants to get on even closer look at

Seminars (Cont'd.)

Objective 2 (Cont'd.)

a. (Cont'd.)

other vocational opportunities. In some instances students arranged to visit each other's placement for a day. This has been encouraged.

b. To provide an awareness of learning experiences that exist in their community.

Students very quickly come to value their placements for the experiences they are having. Their journals are full of the insights gained and the knowledge acquired. The periodic self-evaluations given students in seminars to assess their own efforts at self-directed learning are further evidence of the students growing awareness of the resources for learning in the community. Students cite such things as manuals, lectures, equipment, staff persons and observations as resources for learning. Similarly in their own self-evaluation at the close of the semester, students enumerate much that they learned and skills they acquired in their placements.

All of the seminars require that students draw upon their placements for information or observations dealing with the seminar topic. Few students indicated in their self assessments that they did not understand specific topics or their purpose in the seminars. This provides further evidence of the students' awareness that they learned in the community.

c. To provide time to discuss and help solve individual problems stemming from individual placements.

This objective was met in two different ways. Many of the seminar topics were double edged. They were matters about which

Seminars (Cont'd.)

Objective 2 (Cont'd.)

c. (Cont'd.)

we wanted students to learn more as phenomena of the adult world and of functioning institutions. At the same time these topics often dealt with personal characteristics or habits. Examples are interacting with others, gaining confidence of others, handling confidentiality, and the elements of personal productivity. As students dealt with these matters in seminars, through strategies chosen because they required students to draw upon their own experiences, opportunities to discuss individual problems also arose.

A second way in which students were enabled to discuss and help solve individual problems was simply to let that happen when the need arose, however the matter came up.

The relatively frequent interaction of facilitators with students in their placements minimizes this problem a good deal. Many problems that arise are dealt with in that way.

d. To provide time to discuss and share accomplishments and individual growth at the placements.

As already indicated many of the seminar topics, combined with strategies in conducting the seminars, enabled students to draw upon their own experiences to deal with the topics. Thus the students had opportunities to share accomplishments and growth in this way.

A more deliberate strategy was the "public interview". A very common expectation of the Senior Semester experience among students is to discuss and share their experiences in their placements. They love to tell of their own experiences, but they often

Seminars (Cont'd.)

Objective 2 (Cont'd.)

d. (Cont'd.)

have little patience and interest in hearing about others. Most strategies we devised still left students dissatisfied or turned off. However, the "public interview" sets up three students at a time to be interviewed about their placements. It imposes rules which help students to describe their experiences in an interesting manner. The strategy also enables the listeners to direct these discussions in a responsible way.

e. To provide time to discuss and help solve common problems stemming from individual placements.

This objective has been met in ways similar to "2c" above.

Objective 3 - To utilize students' placement experiences in clarifying their individual values.

The clarification of values must inevitably be a process of action and reaction. The role of the seminars is to call upon the students either to assess their actions in a wide variety of circumstances and issues or to assess their reaction to observed action on the part of others. Almost all of the seminars had within them aspects in which the students made choices of courses or action or in which they observed the choice of action of others. Only the last seminar was devoted entirely to value clarification as a kind of capstone to the students' entire experience. In this seminar a wide variety of value clarifying strategies was used. All were based on aspects of their common experiences in the adult world of their placements.

The three seminars dealing with the elements of productivity -- motivation, expectations, responsibility and goal setting -- were heavily

Seminars (Cont'd.)

Objective 3 (Cont'd.)

laden with elements of value clarification. Strategies used in these seminars called upon students to consider these qualities in themselves in placement-related issues. The strategies also required that they observe these characteristics among persons in their placements.

A typical assignment given students to prepare for a succeeding seminar is cited here. It demonstrates how we caused each student to consider the elements of productivity in one person in his placement, either by discussion or observation. It also demonstrates one kind of strategy used to bring about the learning we sought in the seminars. The assignment was:

> Describe the productivity of one person in your placement. In your estimation what motivates him/her? What are his expectations? What responsibilities does he/she assume? What responsibilities are imposed on him/her? What are his/her long-range goals? Name some examples of immediate or daily goals. What is the productive result of his/her work?

In the succeeding seminar students were put into small groups of three or four and given a chart on which they were to collect the data each had gathered. We encouraged students to discuss and share their observations as they gave and recorded their data. Subsequently we held a seminar discussion drawing on all of the charts thus compiled. The data which appeared on one of those charts follows on the next page.

## Motivational Characteristics

1. **Police Officer**

   Paycheck

2. **Physical Therapist**

   Likes to help people. Likes to feel and know he has done a good job because he is proud he is a therapist.

3. **Goldsmith**

   Ron likes and enjoys his work. Likes to keep his customers satisfied.

4. **Computer Programmer**

   To keep things in order and under control.

## Expectations

1. Respect
2. To be promoted.
3. Ron has most of all he wished for now. Greater fame and commissions to do special designs like ring for Steelers.
4. Bigger budget.

## Responsibilities

| | Assumed | Imposed |
|---|---|---|
| 1. | Doing job best he can. | Scheduling help, operating equipment. |
| 2. | Maintain good relationship with everyone above & below him. | He has to write out financial & progress reports to the government. He has to make sure patients get charged & let business office know. Has to make sure he does as doctor orders on each patient. |
| 3. | Doing best for customers. | Keep after the workshop and sales shop. Plus all the duties around these areas. |
| 4. | Typing & filing correctly, make sure computer has paper. | To open and shut down a computer everyday. |

## Goals

| | Daily | Long Range |
|---|---|---|
| 1. | Get to bar after. | Retire after 20 years. |
| 2. | To rehabilitate patients have now. | Hopes to have better facilities & bigger department in the hospital that is being built now. |
| 3. | Ron likes to get a certain amount of work done each day. | Not sure what he has in mind, but is remodelling sales shop. President of International organization of goldsmiths. |
| 4. | Help students get along & work computer correctly. | For bigger and better computer center. |

**Productivity:**
1. Handle prisoners well.
2. Makes a good living. Makes patients get better.
3. Makes money. Makes what customers want. Have a happy production staff.
4. Have a nice friendly, respectful working area.

Seminars (Cont'd.)

Objective 3 (Cont'd.)

It is our belief that through this process students assess their own values. They consider what their motivations would be, what their own expectations would be, etc., in similar circumstances. Their reactions are what we hope for in this process. It begins through interaction with adults, continues through discussion with peers in compiling the chart and the subsequent discussion, and then will be rekindled when the youth graduates and assumes an adult role himself.

We believe all or part of every seminar included similar opportunities for value clarification.

Objective 4 - To develop student skill in interpreting the organizational structure of the student's placement agency. Areas of interpretation include decision-making, policy-making, personnel problems, production problems, financial problems, community relations, public relations.

Two seminars dealt with this topic specifically. They were a regular seminar and a field seminar in which we used the analytical schema of social systems devised by Lasswell.[6] A doctoral candidate in the University of Pittsburgh College of Education and also on the staff of the McKeesport Public Schools was our consultant and primary resource in these seminars. The strategies and materials used compliment several of the topics and content of other seminars, including such things as values clarification, motivation and decision-making. Yet, these seminars were not as successful as others. Students indicated this in their assessments of their performance in these seminars. There is a general decline in how well students felt they understood the material, how well they rated their own efforts

[6] Lasswell, Harold D., A Preview of Policy Sciences, (American Elsever Publishing Company, Inc., 1971) p.19.

Seminars (Cont'd.)

Objective 4 (Cont'd.)

in preparing for and in participating in the seminars. It confirms what we felt and observed at the time of the seminars. We are not ready to abandon these materials and strategies however. We feel the problem lies in enabling students to understand some fundamental concepts and terms. We will probably devote time to these in future orientations as we did with transactional analysis.

Other seminars dealt with elements of this objective as well. The seminar on decision-making seems to have been particularly successful as indicated by the students' assessments of their performance. Students gave themselves some of the highest assessments in "effort at preparation" and in "understanding of this topic". This was also confirmed by our own assessments of the seminars as they were conducted. The assignment given students to consider more closely the matter of decision-making in their placement was as follows:

> Prepare the following questions for discussion during the field seminars next week. You may wish to consult your supervisor or other people at your placement in answering the questions.
>
> 1. What was the most important decision made in your placement this week:
>
>  a. Who made it?
>
>  b. How was it made?
>
>  c. What were the consequences of the decision?

Seminars (Cont'd.)

Objective 4 (Cont'd.)

2. What was one decision made by your placement supervisor that affected you?
   a. How was it made?
   b. Why was it made?
   c. What was the consequence of the decision?
3. What was one decision you would have changed in your placement this week?
   a. How was it made?
   b. What are the consequences?
   c. Why would you change it?
4. List five decisions you made this week at your placement.
5. If you were in charge of your site, list three decisions you would make.

The discussions in the ensuing field seminar were extremely impressive. The observations students made in response to these questions and the sophisticated perceptions they demonstrated were exciting and gratifying to the Senior Semester staff. In one field seminar of 10 students who were in placements including a doctor's office, a museum, the instrumentation development department of a research institute, a college art department, a graphic arts institute, a computer center, an engineering research project, a research physician's lab, a research chemist's laboratory and a college printmaking department, the answers to the questions and sub-questions ranged over an impressive array of considerations including life and death, finances, matters of policy, and professional differences to name a few. The

Seminars (Cont'd.)

Objective 4 (Cont'd.)

students' perceptions and insights, as well as their naivity and idealism were equally remarkable in discussing decisions they would have changed. What is just as remarkable in many of these considerations is how uncomfortable some students are with some of these tasks because they simply haven't been confronted with such questions and considerations before.

Inevitably, seminars dealing with other topics such as the elements of productivity also caused students to increase their skill at interpreting and assessing the organizational structure of their placements.

Objective 5 - To develop student skill in assessing interaction with and among placement personnel.

We began in the orientation to help students achieve the skills of this objective. Much of the Senior Semester experience hinges on the students' ability to enter into the daily routine of the placement. This includes the students' ability to make the placement an opportunity for self-instruction. The greater his sensitivity to the kinds of interaction he observes or participates in, the greater will be his ability to learn and grow in the placement. In order to have a broader base of knowledge and understanding of the skills in this area we devoted a good deal of time and instruction to this matter in the orientation. We used the elements of transactional analysis as the basis for this skill development because it was what we were most familiar with. We also found some students who had already read I'm OK, You're OK.[7]

With a base of knowledge and skill developed in the orientation we devoted parts of the first two seminars to the topic. The relatively

[7] Harris, Thomas, I'm OK, You're OK, (Harper and Row, New York, 1969)

Seminars (Cont'd.)

Objective 5 (Cont'd.)

high or good ratings many students gave themselves in assessing their own efforts, their understanding and their participation, indicate the degree to which we succeeded with this objective.

In subsequent discussions in seminars and with individual students we drew on this knowledge and skill when useful. Often problems or issues in placements could be traced to elements of human interaction. Many students discover that initially they are not regarded as adults in their placements. The biases and stereotypes cast upon youth are frequently there. The burden of overcoming these is largely that of the students. One of the ways they can overcome these prejudices is through their own responses to interactions with the adults in the placement, i.e. knowing when and how to turn a "parent-child" interaction between an adult and himself into a "parent-adult" interaction or better yet into an "adult-adult" kind of interaction. Students are very sensitive and aware of this kind of process and consider sessions on these skills very useful and helpful.

Objective 6 - To enable students to identify the function of various restraints and regulations in their placement agencies.

We provided for this objective in the major part of two seminars. We sought to increase the students' awareness of the rules and restraints around them in their own lives. Then we sought to encourage them to seek out and observe the same within their placements. While we felt a fair amount of success among many students, we discovered other youth were almost completely oblivious to rules and restraints around them. They had virtually no curiosity about why rules exist or from whence they come. The relatively large number of students who indicated they understood "a lot" about this topic and its purpose in the seminar countered by the significant number who chose not

Seminars (Cont'd.)

Objective 6 (Cont'd.)

to respond to this sub-topic reflects this dichotomy among students. Many individual students learned in this area through their daily routines. For example, much hospital routine is circumscribed by many rules. Research in a research institute is equally subject to many restraints. A key to greater success in this objective lies in increasing the students' habit of asking "why" and reducing a characteristic habit of accepting things because "that is the way it is".

Objective 7 - To acquire skills and experience in small group interaction.

The success of the seminars and the strategies used in them depends very much on participants' skill and receptivity to small group interaction. We began to develop these skills with the orientation. Almost all of the strategies used in the orientation sessions required participant interaction, usually in small groups. The relative decline in the number of students who assessed their own participation as "fair" as the seminars went on is evidence that this skill and experience did increase. The staff's assessment supports this conclusion. No seminar was a complete "bust". Many concluded with the staff extremely satisfied with what was accomplished. Often individual students confirmed this feeling by spontaneous comments about a "good seminar".

Evaluation

Many references have already been made to certain parts of the evaluation procedures we employed. However, a more complete picture is in order. Students learn at the outset that there are three sources for the evaluation of their performance in the program. These are the evaluation of the placement supervisor, a student's own self-evaluation of his performance in all parts of the program, and

Evaluation (Cont'd.)

the evaluation of the facilitator with whom the student worked.

The evaluations by the placement supervisors were developed and administered by the Office of Measurement and Evaluation. They are described in the OME's report. Several forms were used to enable students to evaluate their own performance. One was for assessing a student's self-directed learning (Appendix I). Another was for a self-evaluation of performance in the entire program (Appendix J). The third was a form for self-evaluation of performance in the seminars (Appendix H).

When all of these evaluations have been submitted for a student his facilitator calls him in for a conference. The student is shown the placement evaluation. The facilitator's evaluation at this point is usually verbal. The evaluations from all three sources are discussed. As a part of this discussion we encourage the student to assign himself a rank or a grade and then ask him to defend it. For many it is a first experience in participating in one's ranking or final evaluation.

Based on all of these ingredients the facilitator then writes an evaluation for the student. Three copies are made. One is mailed to the student. One is placed in the student's permanent records and will be included with his transcript. The third is placed in our own files.

Conclusion

We feel the success of the Senior Semester is well demonstrated. The almost universal support for the program by the three most important groups concerned -- the students, their parents and their placement supervisors -- is proof enough. Coupled with this are the enthusiastic evaluations by the facilitators, previously classroom teachers. Also documented by the OME, these evaluations add further validity to the suggestion that this is "an idea whose time has come".

As the Director, with over 20 years of experience in various areas of public

Conclusion (Cont'd.)

education, I can only add that I have never been a part of an educational experiment which has been as satisfying personally and seemed so right educationally. I sincerely thank the parents and students of the McKeesport Area High School, their School Board, Administration and Faculty for this opportunity.

APPENDIX A

MCKEESPORT AREA SENIOR HIGH SCHOOL

1960 Eden Park Boulevard
McKeesport, Pennsylvania 15132
(412) 672-9161

SENIOR SEMESTER PROGRAM

Vernon Tipton,
Principal

Lester F. Jipp,
Director

Senior Semester is available to all Seniors except those enrolled in D.E., Business or Voc/Tech. Senior Semester is for you if you want to learn in some other places than in the classrooms of the high school. Things you may seek to learn can include greater depth and insight into the career or careers you are considering or you may be looking for greater application of the scientific or technical knowledge you already have. A Senior can also use the Semester to do an intense, in-depth study with someone who can and will provide guidance and supervision.

In doing the Senior Semester you must also be ready to learn about yourself. Participants are very much their own persons in this program. Such a Senior should be one ready to test his ability to learn and function in the real world. Here bells don't ring every 40 minutes. Punctuality and accomplishment come about by one's own self-direction. But, if you have chosen carefully and with purpose, you will be in a world you want to be in. You will be with someone who enjoys doing what interests you and will respond to your curiosity and interest.

GUIDELINES

1. You choose the kind of placement you want. There will be limits, but any reasonable request will be set up. Certainly you will not be forced or squeezed into something you have little or no interest in. The program is for you to grow in and to learn from -- to have learning experiences almost impossible to get in school as it now operates.

2. The placements you choose must last at least six weeks. We expect that you will pick these carefully and with well thought-out purpose. However, you may want to spend more than 6 weeks in the same placement if you find it especially interesting and rewarding.

3. You will be teamed with about 24 other students and a facilitator (teacher). Once a week you will meet in a seminar to evaluate and assess what you are experiencing. It will be in these seminars that you will study how organizations function and how the people in them work together. Your team will pick a time and place for these seminars. Usually they meet in the early evening.

GUIDELINES (Cont'd.)

4. You will be asked to keep a daily journal or diary in which you can record your observations, reactions, and unusual experiences. Your facilitator will collect and read them periodically to gain insight into what is happening and to provide some of the meat for seminar discussions.

5. This will not be an opportunity to earn money. Students will not be placed in placements where they are already working or have worked in the past in a paying position.

6. We will arrange placements in the area served by the McKeesport Area School District whenever possible. However, if you are keenly interested in an experience not available in this area, it will be arranged where possible, within reasonable travel distance.

7. You must provide your own transportation to and from your placement. This is true about reaching the site of the seminar too.

8. You will receive 2½ credits for the semester, if completed satisfactorily. This means you will not be required to take subjects at the high school for this semester. However, consult carefully with your counselor to be sure no necessary course will be missed prior to your graduation. You should consider make-up credits lost in previous years, as well as courses vitally important to your post-secondary plans. This might include college entrance requirements, specialized school requirements, as well as courses vital to your own personal skills and talent. There are several ways in which you will be able to "take courses" and still be in the program. First period classes end before many businesses and offices open. Independent courses can be arranged for some students. For others, evening classes or courses at one of the college campuses may be a solution. Then, there is always summer school.

9. You will have to stand the cost of any specialized equipment, such as safety glasses or lab coats, required for your placement. However, your facilitator will assist in finding ways to reduce any such costs to the student.

10. The responsibilities you will assume, the tasks you will perform, and what you expect to learn will be spelled out in a placement agreement you will draw up with your supervisor at the start of your placement. Part of your evaluation will be based upon how well the agreement has been fulfilled.

11. You will be evaluated by three persons: one will be done by your supervisor at your placement; you will do one yourself and your facilitator will do one. The basis for the evaluation will be in terms of performance as agreed upon in the agreement.

APPENDIX B

McKeesport Area Senior High School

SENIOR SEMESTER PROGRAM

## Placement Preference Statement

1975-1976

Now that registration is over and the reality of your Senior Semester begins to come into sharper focus, what do you want to do with it? Please answer the following questions. Your answers will help the Senior Semester staff to begin arrangements for a placement for you next year.

Name: _____ Homeroom: _____

Address: _____ Zip: _____ Home Telephone: _____

Parents or Guardian: _____

Are you enrolled in any courses in Voc-Tech, Business Ed. or Distributive Ed? Yes____ No____

1. How do you plan to use your Senior Semester? What kinds of questions do you hope to answer about yourself?

2. What kind of Senior Semester placement would you like to have?

3. What kinds of things do you expect to be doing in such a placement? What activities and responsibilities do you expect to have?

4. What kinds of things do you expect to learn?

5. List on the back other interests you may wish to explore during Senior Semester.

APPENDIX C

## Placement Agreement

To: Placement Supervisor and Student:

The attached Placement Agreement is designed to help the two of you make the Senior Semester experience the best possible for both of you. Please complete a careful statement for each question. Doing so will help assure that each of you has a clear understanding of the other's expectations.

Question No. 1 should be answered by the student. The purpose of this question is to help the student to know as thoroughly as possible at the outset the purpose and function of his placement site. The answer should include such things about the placement as its location, number of staff or personnel, clientele served, and nature of the product.

Question No. 2 should also be answered by the student with the more specific help of the Placement Supervisor. The purpose of this question is to help assure that both have a similar set of expectations of what the student will be doing. This answer should include a rough time-table indicating the sequence of experiences and participation by the student in order to insure that the student does not get locked into a routine of a narrow set of experiences.

Question No. 3 should be answered carefully by the student. This question is designed to help the student be as clear and specific as possible about his/her objectives. It will help the Placement Supervisor to know more about the student. Also, it will help him/her to plan the experiences and participation for the student more carefully. (It may be helpful to complete Question No. 3 before Question No. 2.)

McKeesport Area Senior High School

SENIOR SEMESTER PROGRAM

Placement Agreement

Name of Student: _____

Name of Learning Placement: _____

Address: _____

Name of Learning Placement Supervisor: _____

Date This Placement Will Begin: _____

1. Describe your Senior Semester placement.

2. What services or duties will you perform?

3. List specific objectives for you in this placement. What skills do you expect to develop? What other things do you expect to learn?

I have discussed this placement with the Agency Supervisor and agree to perform duties indicated above. I also agree to evaluate this placement for Senior Semester credit.

Signed: _____ Dated: _____

Placement Supervisor: I have met with _____ and have agreed with him/her concerning his/her role and services to our agency. I have discussed the student's objectives with him/her. I also agree to evaluate this student's Placement in order that he/she may receive academic credit.

Signed: _____ Dated: _____

APPENDIX D

McKeesport Area Senior High School

SENIOR SEMESTER PROGRAM

## Suggestions and Information for Placement Supervisors

The staff of the Senior Semester Program welcomes and appreciates your participation in our program. Your role is very essential for the success of the students' experience in this new educational venture. As the semester begins, we would like to offer some suggestions and guidelines based on our observations and objectives that may be helpful to you. You and your student are engaged in an important part of the student's education. The relationship you will have this semester, that of a young person learning with a skilled, mature adult, is as old as human learning itself. Yet today the process of releasing unskilled high school youth into the community to learn from adults who value their education and work seems new and even innovative.

We have prepared some suggestions to facilitate this relationship and learning process. We hope that they will be helpful to everyone concerned.

1. To get the learning experience off to a good start you might ask: If I were new to this placement, what would I need to know in order to fit in comfortably? What information, basic skills, methods, processes are meaningful to learn in order that the agency and the student both function effectively and successfully in this new relationship.
2. You have a young adult with you who is serious about this venture, but he or she may be somewhat confused or timid in this new kind of relationship. If students have been in your agency previously try not to make unfair comparisons. While filling someone else's shoes is often a burden we must face, in this early learning experience it should not be an undue, defeating one.

Suggestions and Information for Placement Supervisors (Cont'd.)

3. In the first interview with the student go over with him areas in which he might perform his initial functions, the hours he is to be in attendance, ways in which he can evaluate his own performance. If his supervisor is to be someone other than you, discuss with the supervisor the student's role in the function of the agency. If it has not already been done, complete the Placement Agreement at this time.

4. The student should be reminded that he must call in if he is ill or unable to attend on a given day. An important part of the learning expected from the program is the acceptance and demonstration of "adult" responsibilities. It is important that wherever possible the student be regarded as an adult among adults, not a "kid, who's around". Much emphasis is placed on how to earn this kind of regard in the seminars.

5. Frequent communication with your student makes him feel that you care, that his services are needed, and that his contribution is important. Students tend to be timid in a new situation such as this. They are reluctant to voice their concerns, their feelings, their apprehensions, or their problems with the supervisor. They suffer in silence and problems increase and magnify unnecessarily unless there is a good working relationship with their supervisors. Please make time available to talk to the student in order that both you and he can discuss any problems. His role in your operation needs to be evaluated regularly.

6. If the agency is unhappy with the performance of the Senior Semester student and the relationship is unsatisfactory, then please call the Senior Semester office at the McKeesport Area Senior High School (672-9161) and discuss the problem with the Senior Semester staff. Please do not let a bad situation "ride".

7. Participating students attend a weekly seminar, usually in the afternoon of a Wednesday or Thursday or over the lunch hour. Please help the student to draw on your agency for specific information or insight which relates to topics in the seminars. We will try to keep you informed of the kinds of things students will be learning and studying in the seminars, to help you understand why he or she is asking such questions.
8. The students are required to keep a daily journal in which they are to note highlights of their experiences. Its primary purpose is to give them cause to assess each day a bit, what they did and how they reacted to it.
9. At the termination of a placement the agency supervisor is asked to write an evaluation of the student's performance. A form will be mailed to the agency at the conclusion of the student's placement. Please help the youth to make the termination as realistic and rewarding as possible. Asking the student for an assessment of the experience, both in terms of the student's growth and learning and in terms of the placement role is encouraged. Requiring the student to be responsible for part of his own evaluation and being accountable for the basis for his or her evaluation is encouraged. This should be done whether the student has spent an entire semester with you or only a portion of a semester.
10. In developing a student's program of responsibilities and experiences all six of the following criteria must be true to make sure the students are not regarded as employees as described by the Fair Labor Standards Act: (Anyone regarded as an employee must be paid the minimum wage.)

Suggestions and Information for Placement Supervisors (Cont'd.)

(a) The training, even though it includes actual operation of the facilities in your agency, is similar to that which would be given in a vocational program.

(b) The training is for the benefit of the student.

(c) The student does not displace regular employees, but works under their close observation.

(d) That your agency does not derive any immediate advantage from the activities of the student, and on occasion your operations may actually be impeded.

(e) The student is not entitled to a job at the conclusion of the Senior Semester placement.

(f) Under no circumstances are the students to be paid while in the Senior Semester Program. The program is a learning experience in which the student has chosen to trade the premises and program of school for the premises of your agency and the learning program designed there. This is made abundantly clear to the student.

Conclusion:

In brief, establish your objectives with the student, outline his program and duties, communicate frequently with him, evaluate his program periodically, and write a final evaluation of his performance. A member of the Senior Semester staff will visit your agency occasionally. These visits are not "inspections" so much as our way of indicating to the student and to you that the school is concerned about the student's learning experience. We believe that learning and growing occur everywhere, not simply in school. The community is teacher; the school is learner. We are all learning, all teaching. We are all responsible for providing our young adults with a meaningful growing and learning experience.

APPENDIX E

Cooperating Placements

| Agency, Business or Institution | Students' Career Interest |
|---|---|
| Allegheny County | |
| Bureau of Conservation (Parks) | Animal husbandry, wildlife |
| Bureau of Consumer Affaris | Communications |
| Health Department | X-ray technician, public health nursing |
| Police | Police work |
| Allegheny Intermediate Unit | |
| Mon-Valley School | Special education |
| Al's Instrument Clinic | Musical instrument repair |
| Anderson Plumbing | Plumbing |
| Ann Buck, M.D. | Medical assistant |
| Carnegie Mellon University | |
| Department of Design | Commercial art |
| Mechanical Engineering Dept. | Mechanical engineering |
| Printmaking Department | Art |
| Carnegie Museum of Natural History | Entymology |
| Center Video | Electronics |
| Christian Life Day Care Center | Early childhood education |
| Major L. Cohn, M.D. | Scientific research |
| Cox's Department Store | Merchandising |
| Craig Memorial Home | Mortician |
| Craven Drug Store | Pharmacy |
| Daily Messenger (Homestead) | Reporter |
| Daily News (McKeesport) | Reporter |
| Devereaux Chevrolet | Auto sales and service |
| Diagnostic Isotope Laboratory | Electronics |
| Eastern Airlines | Air travel |
| Eddie's T.V. | Electronics |
| Equibank | Banking |
| Family & Children's Service | Social work |

Cooperating Placements (Cont'd.)

| Agency, Business or Institution | Students' Career Interest |
|---|---|
| Fort Pitt Steel Castings (Infirmary) | Nursing |
| Fortunes Distributing | Business administration |
| Four Seasons Travel Agency | Travel and transportation |
| Golden Rule | Interior decorating |
| Graphic Arts Technical Foundation | Graphic arts |
| Ben Gross Restaurant | Chef |
| Halverson's Sunoco | Small business management |
| Heinz Hall | Entertainment |
| Helmstadter Brothers | Business |
| Hiller Trading | Heavy equipment - engines |
| Hirshberg Electric | Electrical engineering |
| Home for Crippled Children | Psychology |
| Johnston the Florist | Decorating, flower arranging |
| Richard Kalla, M.D. | Medical technology |
| Kaufmann's Department Store | Fashion design |
| Peter Kyne, M.D. | Medicine |
| Leonatti Brothers | Motorcycle sales and service |
| Liddle & Adams, Attorneys | Law |
| Frank Matrozza, R.P.T. | Physical therapy |
| McKeesport Area School District | Applied art and media<br>Child care<br>Dental technician<br>Early childhood education<br>Nursing<br>Office management<br>Physical education<br>Psychology<br>Speech therapy<br>Teaching |
| McKeesport City Hall | Engineering<br>Office Management<br>Politics |

Cooperating Placements (Cont'd.)

| Agency, Business or Institution | Students' Career Interest |
|---|---|
| McKeesport Hospital | Lab technician<br>Medical librarian<br>Medicine<br>Nursing<br>Physical therapy |
| McKeesport Housing Authority | Business administration<br>Social work - aged |
| McKeesport Police Department | Police work |
| Ron McNeish, Goldsmith | Jewelry making |
| Mellon Institute | Chemistry<br>Electronics<br>Research |
| Mercur-Lombardo Travel | Travel and transportation |
| Monessen Public Library | Librarian |
| Monsour Medical Center | Lab technician |
| Mon Yough Mental Health & Mental Retardation - The Center | Psychology |
| National Record Mart | Music |
| Neighborhood Legal Services | Law |
| Frank Neish Advertising | Commercial art |
| George O'Malley Insurance | Business |
| M. Palkovitz, D.V.M. | Veterinarian<br>Nursing |
| Nicholas Papadakos, Attorney | Law |
| Penn State University (McKeesport) - Computer Center | Computers |
| Phil's Auto Service | Business management |
| Pittsburgh-New England Trucking | Trucking business |
| Pittsburgh Zoological Society | Animal care |
| Pre-School for Exceptional Children | Special education |
| Red Bull Inn | Chef |
| Sarris Golden Age Home | Nursing |

Cooperating Placements (Cont'd.)

| Agency, Business or Institution | Students' Career Interest |
|---|---|
| School for the Blind | Music therapy |
| John Schrader, D.V.M. | Veterinarian |
| Budd Sheppard, C.P.A. | Accounting |
| Three Rivers Arts Festival | Art |
| University of Pittsburgh - Project Solo | Computer science |
| Vasquez Music Studio | Music |
| Visiting Nurses Association | Office management |
| WEDO Radio | Entertainment, business administration |
| WIXZ Radio | Office management |
| WRS Motion Picture Laboratory | Entertainment |
| Xerox Corporation | Technology |
| Youth for Christ | Ministry |
| Edwardo Yunis, M.D. | Biology |
| Zoscak Food Market | Grocery business |

APPENDIX F

OBJECTIVES DEVELOPED FOR THE SENIOR SEMESTER SEMINARS

Seminars are held for students:

1. To provide opportunities for participating students to maintain interaction with their peers, and remain informed of school activities.

2. To enable participating students to exchange experiences about placements.

    a. To provide an awareness of vocational opportunities.

    b. To provide an awareness of learning experiences that exist in their community.

    c. To provide time to discuss and help solve individual problems stemming from the individual placements.

    d. To provide time to discuss and share accomplishments and individual growth at the placements.

    e. To provide time to discuss and help solve common problems stemming from the individual placements.

3. To utilize student placement experiences in clarifying their individual values.

4. To develop student skill in interpreting the organizational structure of the student's placement agency. Areas of interpretation include decision-making, policy making, personnel problems, production problems, financial problems, community relations, public relations.

5. To develop student skill in assessing interaction with and among placement personnel.

6. To enable students to identify the function of various restraints and regulations in their placement agencies.

7. To acquire skills and experience in small group interaction.

APPENDIX G

McKeesport Area Senior High School

SENIOR SEMESTER PROGRAM

Outline for Seminars - Spring, 1975

A. Interaction - Evaluation - Stereotype

| | Site | Self |
|---|---|---|
| Inter-Action | 1. Forms of Interaction | 1. What kind of interaction are you most comfortable with? Face-to-face? Written? Phone? |
| | 2. Employee-Employer (Student-Supervisor) What kind? When? Verbal, non-verbal methods. | 2. Consequences of interaction. |
| | 3. Purpose - Tie in with T.A. (Manipulation) (Source: H. Durand) | 3. Motivation/interaction Anger, frustration, need, desire, friendship. |
| Evaluation | 1. How are people judged on performance? Criteria for different kinds of judgment. | 1. How do you judge? Competence? "Good"? "Bad"? Friend? |
| | 2. Stereotyping. | 2. Self-awareness - How do you evaluate yourself? |
| Stereotype | Sexism, Racism<br>Age discrimination<br>How does stereotyping happen at your placement? | Evidence of stereotyping in personal relationships. Choice of friends, schools, jobs. |

B. Motivation - Expectations - Responsibility - Goals - Productivity

| | Site | Self |
|---|---|---|
| Motivation | 1. What system(s) of motivation can you identify from your placement? (rewards, punishment). Who creates system? Who judges? | 1. What motivates you? To hurry, to finish a task, to quit. |
| | | 2. What system of rewards - punishments exist for you? Are any of them self-imposed? Other sources? |
| Expectations | 1. How are expectations measured? judged? (what is basis/expectations?) | 1. What are your expectations? Money, education, friends, vacations. |
| | 2. How flexible are they? | 2. What motivates your expectations? (reward - punishment) |

Responsibility - Goals - Productivity

Relationship among these three and basis in motivating factors and expectations. Consider group and individual aspects. (Source: Duane Simpson? Andy Palm?)

C. Authority & Rules/Social Systems

| | Site | Self |
|---|---|---|
| Authority & Rules | 1. Chain of Command | 1. How do you respond to authority figures? Fixed rules? |
| | 2. Personnel Policies | 2. Do you operate best in a closed or open system? Rules? No rules? |
| | 3. Who makes rules? Who judges "gray area"? Fixed rule/flexible rule. | |
| Social Systems | Formal/Informal<br>Source: Judy Bookhammer | 1. What social systems are you involved in? Which are most important to you? Where are you most comfortable? Why? |

D. Decision-Making and Learning

| | Site | Self |
|---|---|---|
| Decision-Making | 1. Decision-making processes. | 1. What kinds of decisions do you make? |
| | 2. Who are the decision-makers? What input do they seek? How long does it take to make a decision? | 2. What processes do you use? (Intuition, research, read, other people's advice). |
| | 3. Consequences of decision-making. | 3. Daily and long-term decisions? |
| | | 4. Consequences for yourself? For others? |
| Learning | 1. How does the site train personnel? | 1. How do you learn best? i.e. learning styles. |
| | 2. What processes are there for acquiring skills/ knowledge? | |
| | 3. How is learning related to advancement at your placement? | |

APPENDIX H STUDENT SELF-EVALUATION - SEMINARS

| Seminar | Did you attend this seminar? Yes | No | Did you prepare an assignment for this seminar? Yes | No | How do you rate your effort at preparing for this seminar? Fair | Good | Exc. | Did you discuss the subject of this seminar with anyone? Who? Give some details of any discussions. | How well do you understand this topic and its purpose in the seminar? Not at All | Some | A Lot | How do you rate your participation in this seminar? Fair | Good | Exc. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Interaction - How Open are you? Regular Seminar 2/14 | 49 | 3 | No Assignment | | 11 | 31 | 5 | | 0 | 22 | 29 | 12 | 29 | 5 |
| Confidentiality Evaluation - Regular Seminar 2/21 & 2/22 | 49 | 2 | 38 | 7 | 18 | 25 | 3 | | 1 | 21 | 23 | 13 | 27 | 4 |
| Motivation and Expectation Regular Seminar 2/27 & 2/28 | 48 | 3 | 37 | 10 | 9 | 31 | 5 | | 4 | 23 | 18 | 16 | 24 | 5 |
| Field Seminar March 3 - 7- Observed tivation & Expectations | 41 | 6 | 35 | 9 | 9 | 20 | 11 | | 0 | 19 | 21 | 7 | 22 | 13 |
| Responsibility, Goals, Productivity Regular Seminar 3/13 & 3/14 | 45 | 2 | 41 | 10 | 8 | 30 | 10 | | 0 | 17 | 32 | 7 | 28 | 13 |
| Social Systems Regular Seminar 3/20 & 3/21 | 41 | 7 | 33 | 13 | 16 | 22 | 5 | | 6 | 22 | 15 | 14 | 19 | 8 |
| Field Seminar 3/24 - 3/27 Observed Social Systems | 40 | 7 | 30 | 13 | 9 | 22 | 7 | | 3 | 25 | 15 | 8 | 22 | 10 |

| Seminar | Did you attend this seminar? Yes | No | Did you prepare an assignment for this seminar? Yes | No | How do you rate your effort at preparing for this seminar? Fair | Good | Exc. | Did you discuss the subject of this seminar with anyone? Who? Give some details of any discussions. | How well do you understand this topic and its purpose in the seminar? Not at All | Some | A Lot | How do you rate your participation in this seminar? Fair | Good | Exc. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Decision-Making Regular Seminar 4/10 & 4/11 | 47 | 2 | 37 | 6 | 6 | 33 | 5 | | 0 | 13 | 34 | 5 | 30 | 11 |
| Field Seminar 4/14 - 4/18 Observed Decision-Making | 41 | 8 | 40 | 8 | 10 | 24 | 9 | | 1 | 20 | 23 | 10 | 19 | 12 |
| Authority & Rules Regular Seminar 4/24 & 4/25 | 39 | 10 | 30 | 12 | 10 | 21 | 6 | | 3 | 9 | 26 | 7 | 22 | 7 |
| Field Seminar 4/28 - 5/2 Observed Authority & Rules | 41 | 9 | 34 | 8 | 7 | 24 | 8 | | 0 | 13 | 26 | 5 | 21 | 13 |
| Values Clarification Regular Seminar 5/8 & 5/9 | 44 | 4 | ← | No Assignment | | | → | | 4 | 17 | 25 | 11 | 22 | 13 |

All 57 students completed this self-evaluation. However, all students did not respond to all the queries for all the seminars, therefore the lack of a total of 57 for each sub-topic.

APPENDIX I

STUDENT SELF-DIRECTED LEARNING EVALUATION

Date: _____

Name: _____

Placement: _____

1. What opportunities and resources for learning* are there at your placement? (Consider people, activities, meetings, reading materials, others.) Please be thorough.

   a. How have you used any of them? Please be as complete and thorough as you can.

2. What did you learn* at your placement so far?

   a. What learning experiences came about because you started them? Describe them in one line statements.

   b. What learning experiences came about because someone else started them? Describe them in one line statements. After each, name the person or persons.

* "Learning" does not exclusively mean facts or skills. Learning happens in all of human experience - emotions, self-discipline or interaction.

APPENDIX J

**McKeesport Area Senior High School**

**SENIOR SEMESTER PROGRAM**

Student Self-Evaluation

**Name:** _____

**Name of Agency in Which Placement Took Place:** _____

**Name of Supervisor:** _____

1. What did you learn in your placement? Discuss:

   a. The skills and insights you have gained that are related to your career interest.

   b. What you have learned that ties in with school subjects such as English, Math, Biology, etc.

2. Describe any problems you had in your placement.

Student Self-Evaluation (Cont'd.)

3. What was the value of this placement in your personal growth and learning?

4. Would you recommend this placement to other students?